



te paeroa RTL B

# Practical Strategies to Support a Structured Approach to Literacy

Kaiāwhina Workshop, 2025

Presented By Jodi Simpson & Megan Barnes





Mā te huruhuru ka  
rere te manu

*ADORN THE BIRD WITH  
FEATHERS SO IT MAY SOAR.*



## Ko Wai Māua?

Megan Barnes  
meganb@rtlb34.school.nz

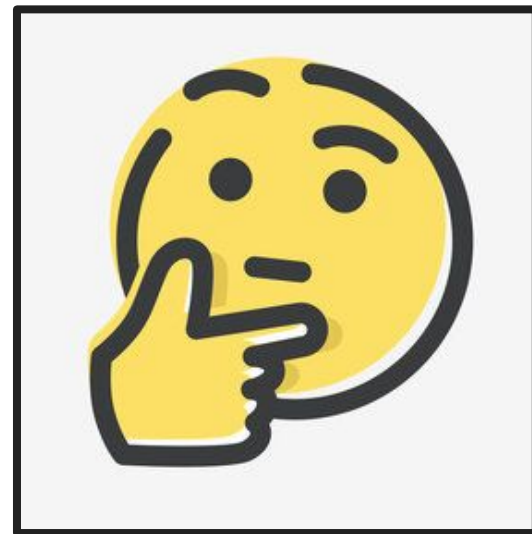


Jodi Simpson  
jodis@rtlb34.school.nz



## Whakawhanaungatanga

Literacy is ...





The purpose of this workshop is to share practical strategies to support a structured approach to literacy. We will share a brief overview of literacy research and the practical application of activities to support ākonga in the classroom.





# What Makes the English Language Complex?

**English is the most complex alphabetic code.**

*We must know the intimate details of the language we are teaching in order for neural pathways to be built.*

**The English language has...**

- \_\_\_ letters
- \_\_\_ sounds - Can you list one letter combination for each of the sounds?
- \_\_\_ spellings of those sounds



# What Makes the English Language Complex?

**English is the most complex alphabetic code.**

The English language has...

- 26 letters
- 44 sounds - Can you list one letter combination for each of them?  
a-e, a, b, c, d, e, ee, g, h, i, igh, f, j, l, m, n, o, oa, p, qu, r, s, t, u, ue/oo, oo (book), v, w, x, y, z, sh, ch, th (hard that, soft thin), aw, ar, er, ng, ou, oi, th, air, zh.
- 264 spellings of those sounds





Language comprehension



Decoding



**Reading  
Comprehension**







## LANGUAGE COMPREHENSION

### BACKGROUND KNOWLEDGE

(facts, concepts, etc.)

### VOCABULARY

(breadth, precision, links, etc.)

### LANGUAGE STRUCTURE

(syntax, semantics, etc.)

### VERBAL REASONING

(inference, metaphor, etc.)

### LITERACY KNOWLEDGE

(print concepts, genres, etc.)

## WORD RECOGNITION

### PHONOLOGICAL AWARENESS

(syllables, phonemes, etc.)

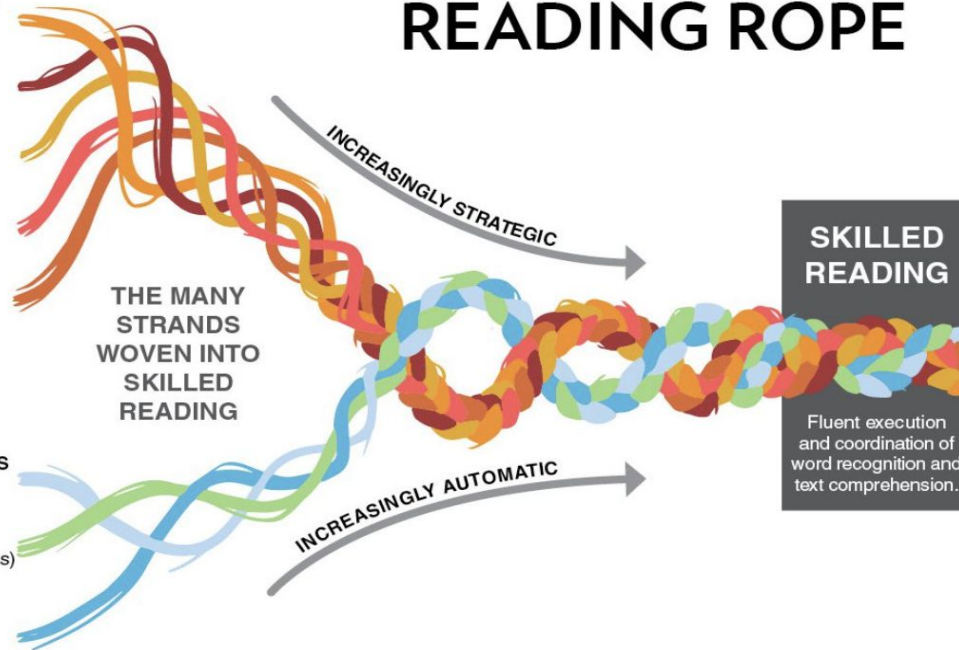
### DECODING

(alphabetic principle,  
spelling–sound correspondences)

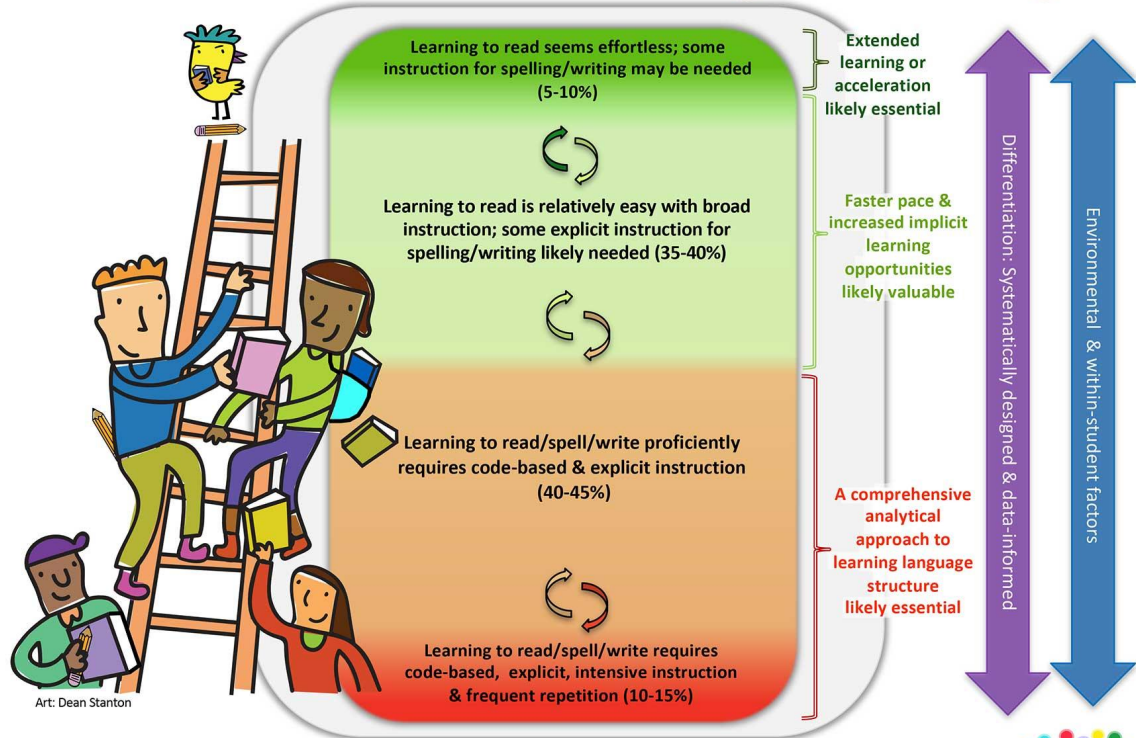
### SIGHT RECOGNITION

(of familiar words)

# SCARBOROUGH'S READING ROPE



# The Ladder of Reading & Writing





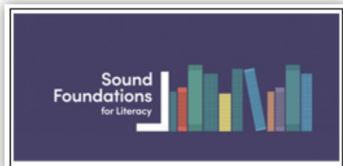
# Some Approaches to Structured Literacy in Our Cluster Schools



Powered by



Learning MATTERS



Images retrieved from; University of Canterbury, 2021, iDeaL Learning Approach, 2023; (Little Learners Love Literacy, 2022); Liz Kane Literacy, 2015; Sunshine Online New Zealand, 2023; University of Florida Literacy Institute, 2024. .



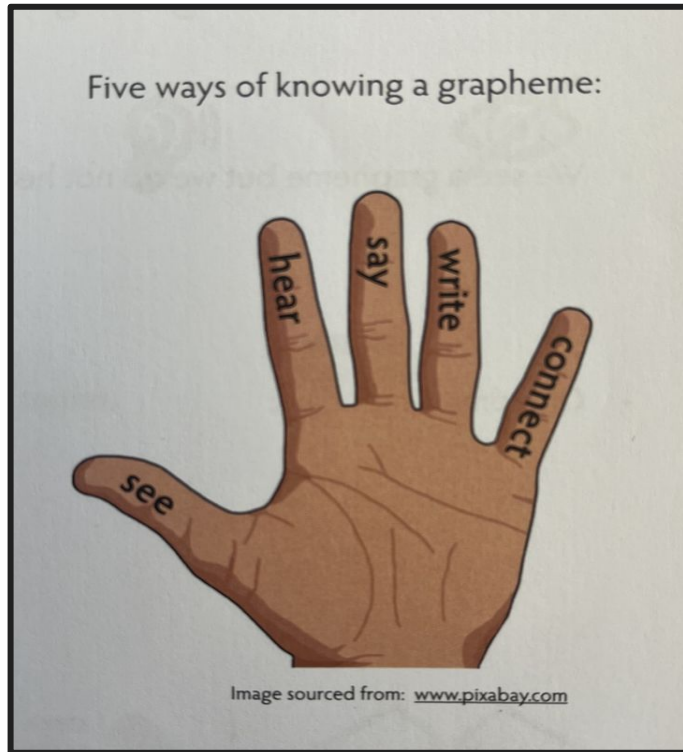


# Matching Structured Literacy Terminology to the Definition.





## The Alphabetic Principle




- The alphabetic principle is the idea that letters and letter patterns represent the sounds of spoken language.
- Learning assistants work with ākongā who are learning within different levels of literacy.
- Learning assistants are also working with ākongā who are across a wide age range.
- Our intention is to share strategies and activities that can be adapted across age ranges and learning phases.



# Using a Scope and Sequence (new curriculum S+S)

- The scope is the range of skills introduced.
- The sequence is the order to teach them (the lesson plan).
- Using the Scope and Sequence that aligns with the texts you have the most of makes sense.
- It is important that when you are working with ākonga, you know which part of the scope and sequence they are working within.






**Single consonants** 1 m a d p o t n i s

**Short vowels**

**Consonant digraphs** 2 l e c f u b g r h

3 k j v w y z -ck fh ch sh -ng



**Consonant patterns** 1 -ff -ll -ss -zz x -tch qu wh -dge



**Consonant blends**

**Long vowels** Initial blends (for example, cr-) End blends (for example, -st)

**Alternative spellings** 2 a\_e e\_e i\_e o\_e u\_e ee

soft c oo (for example, food) oo (for example, look)

## Tāne and the Bug

*Tāne is excited to bring his favourite objects to kura, so that he can show his friends. It might not be such a good idea for Nat to open the jar with the bug in it though!*

<b>Focus sounds</b>	<b>Consonants:</b> Cc Ll Nn Bb Gg <b>Vowels:</b> i u <b>Previously introduced:</b> a e l d p	<b>Decodable words</b>	big, bag, at, in, bat, and, cap, bun, cup, bug, tips, lid, get, up, bin, net
<b>High utility non-decodable words</b>	<b>Teach as high utility non-decodable:</b> Tāne, kura, has, look, out, into, ka pai <b>Previously introduced:</b> a, the, is	<b>Resources</b>	<b>Tāne and the Bug</b> book Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers <b>Audio recording</b> of all focus sounds and te reo kupu in the book

This lesson sequence can be completed in one or more sessions. New words are practised as they are introduced in the book.

BEFORE READING

Explicit instruction on focus sounds


Introduce each letter and sound using magnetic letters, other letter manipulatives or a whiteboard. Ask the children to repeat the name and sound of each letter after you. Say, 'This is the letter **c**. It makes the sound of /k/. What is the name and what is the sound?' Make sure you don't add vowel sounds at the end of consonant sounds. Complete all of the focus sounds. Revise sounds that the children have already learnt and also appear in this book.

Making and breaking words with sounds

Making and breaking words using sounds draws the children's attention to letter-sounds in print words. Choose up to four words from the book that include the focus sounds (for example, **bun, cap, bug, lid**). Give the children letters, or mini whiteboards and whiteboard markers, and let them know that they are going to make some words to read. Give them the first sound, then ask them to put the letter in front of them (for example, **b**), and make the sound. Continue through the rest of the letters in the word (for example, **big**) and practise sounding out and blending the sounds together. Remind the children this is the way to read new words in the story. Complete all of your selected words, and use any sounds the children have already learnt.

Teacher support material for Tāne and the Bug Ready to Read Phonics Plus 2021  
Accessed from readytoread.ki.org.nz  
COPYRIGHT © NEW ZEALAND MINISTRY OF EDUCATION 2021  
ISBN 978-1-7786-117-3

New Zealand Government



Ministry of Educc

These images are part of the Ministry of Education's Early Literacy Approach.  
**Left:** Part of the Phonics Plus scope  
**Above:** An example of a phonics plus lesson sequence

# Older Students Bringing Different Skill Sets

## Scope & Sequence At-a-Glance: All Concepts (K-2)

### Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ô/
13. d /d/
14. c /k/
15. u /û/
16. g /g/
17. b /b/
18. e /ê/
19. VC & CVC Practice (all)
20. -s /s/
21. -z /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. i /i/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

### Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
  36. Short I Review
  37. Short O Review
  38. Short A, I, O Review
  39. Short U Review
  40. Short E Review
  41. Short Vowels Review (all)
- ### Digraphs
42. FLSZ Spelling Rule (ff, ll, ss, zz)
  43. -all, -oll, -ull
  44. ck /k/
  45. sh /sh/
  46. Voiced th /th/
  47. Unvoiced th /th/
  48. ch /ch/
  49. Digraphs Review 1
  50. wh /w/, ph /f/
  51. ng /n/
  52. nk /nk/
  53. Digraphs Review 2 (incl. CCCVC)

### VCE

54. a\_e /ă/
55. i\_e /î/
56. o\_e /ô/
57. VCE Review 1, e\_e /ê/
58. u\_e /û/, /yû/
59. VCE Review 2 (all)
60. \_ce /s/
61. \_ge /j/
62. VCE Review 3, VCE Exceptions

### Reading Longer Words

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

### Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /î/
74. y /ê/
75. -le
76. Ending Patterns Review

### R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

### Long Vowel Teams

84. ai, ay /â/
85. ee, ea, ey /ê/
86. oa, ow, oe /ô/
87. ie, igh /î/
88. Vowel Teams Review 1

### Other Vowel Teams

89. oo, u /oo/
90. oo /û/
91. ew, ui, ue /û/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ê/, a /ô/

### Diphthongs

95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review

### Silent Letters

98. kn /n/, wr /r/, mb /m/

### Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

### Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

### Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /â/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yû/; ou /û/)
116. ough /aw/, /ô/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /n/, gh /g/; silent t

### Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2





## 6. Multiple Exposures

### Overview

Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.

Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.

## Differentiation Necessary!



4



14



49



0



3



17



3



9



4



7

## Key elements

- Students have time to practice what they have learnt
- Timely feedback provides opportunities for immediate correction and improvement

Victoria State Government, 2020.







## This is what it looks like...



**I DO and WE DO**



**Y'ALL DO**



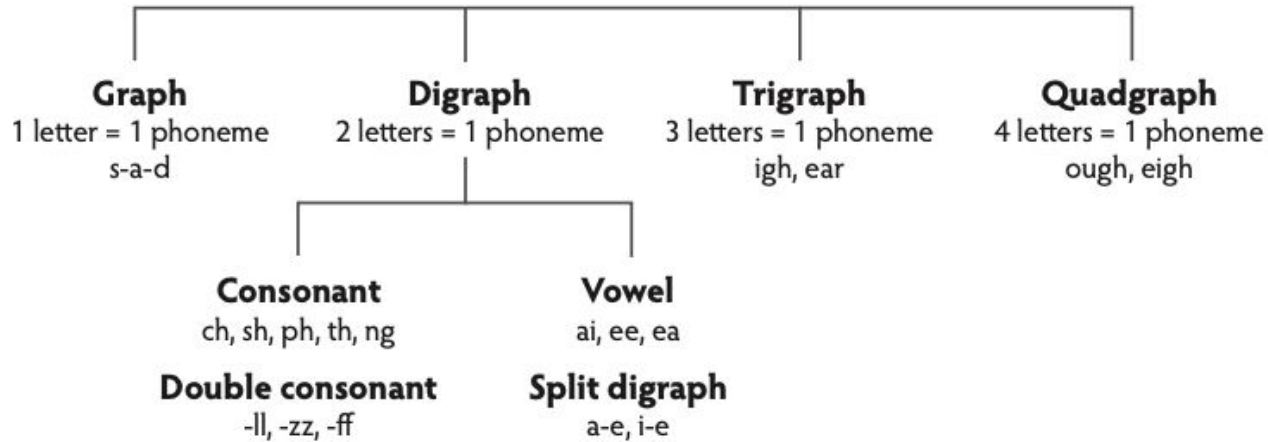
**YOU DO**

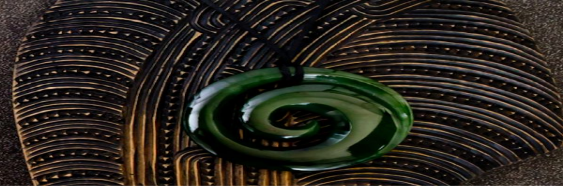




# Phoneme Terminology

**Phonemes and Graphemes:** English is written with an alphabet, where the sounds in a word (**phonemes**) are represented by a letter or group of letters (**grapheme**). A grapheme represents a phoneme and can be a single letter or a group of letters as outlined on the grapheme tree below.





## Ensuring Clean/Pure Sounds



Sounds can be seen and felt.


Encourage children to look at your mouth, and notice how their mouth feels.






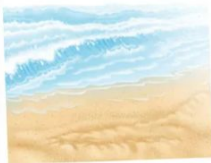


# How you Might Review Previous Learning for Consolidation

## Sound Pack/Rapid Review

<b>a</b>	<b>Aa</b> 
<b>Dd</b> 	<b>d</b>

<b>sh</b>	<b>sh</b> 
<b>ow</b>	<b>ow</b> 

<b>dolphin</b>	<b>ph</b> 
<b>ea</b> 	<b>beach</b>



# Hearing and Saying Sounds

m



Ready to Read Phonics Plus

/m/

We are learning the sound /m/. The letter for this is m.

**Current sounds and letters**

m a d p o t n i s

These activities are for children who are new to learning this sound and letter.

As children gain more sound and letter knowledge, use these activities.

**Tell**

- When you say the word **mouse**, you make the /m/ sound at the start.
- /m/ is a long, loud sound. Say **mouse**.
- Your lips are together. You use your voice.

**Read words**

- We can read words with the /m/ sound and the letter **m**.
- Watch as I do it. I point to each letter and say the sound. Then I blend those sounds together quickly to say the word: **m-a-t → mat**
- Now it's your turn.

**Listen**

- Listen for the /m/ sound at the start of these words. I'll say it. Then you say it.

**mug mouth muffin**

- Listen for the /m/ sound at the end of these words. I'll say it. Then you say it.

**ham mum**

**Show**

- This is the letter we use for the /m/ sound. (Show the front of the card.)
- We write it like this:



- When I write **m**, you say /m/.
- Now write **m** in the air.

**Write and read**

- I will say a sentence. Now we will say it and write it together.

**I am mad.**

(Children can read the sentence after writing it.)

**Upcoming sounds and letters**

l e c f u b g r h

-tch



Ready to Read Phonics Plus

-tch

We are learning a spelling pattern for the /ch/ sound at the end of a word. The letters we use for this are tch.

**Current sounds and letters**

-ff -ll -ss -zz x -tch qu wh -dge initial blends cr- end blends -st

**Tell**

- When you say the word **hatch**, you make the /ch/ sound at the end.
- /ch/ is a short sound. Say **hatch**.
- Your tongue is behind your teeth. You do not use your voice.

**Make, spell, and write words**

- To make or write a word, I say the word slowly and listen for each sound.
- I use sound fingers or blocks to show each sound.
- I find the letter tiles or write the letters for each sound.
- I make or write the word and then check.
- Now it's your turn.

**Listen**

- Listen for the /ch/ sound at the end of these words. I'll say it. Then you say it.

**catch itch hutch fetch**

**ditch hutch catch**

**Show**

- We have already learnt the /ch/ sound.
- When we hear /ch/ after a short vowel sound at the end of a one-syllable word, it can be spelled **tch**. (Show the front of the card.)
- When I write **tch**, you say /ch/.

**Write and read**

- I will say a sentence. Now we will say it and write it together.

**I can fetch the dish.**

**She wins the match.**

**My pet is in the hutch.**

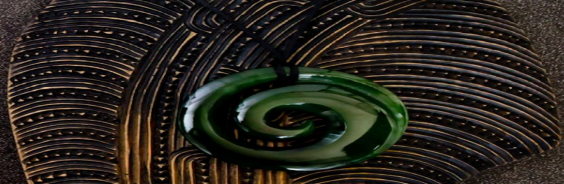
(Children can read the sentence after writing it.)

**Read words**

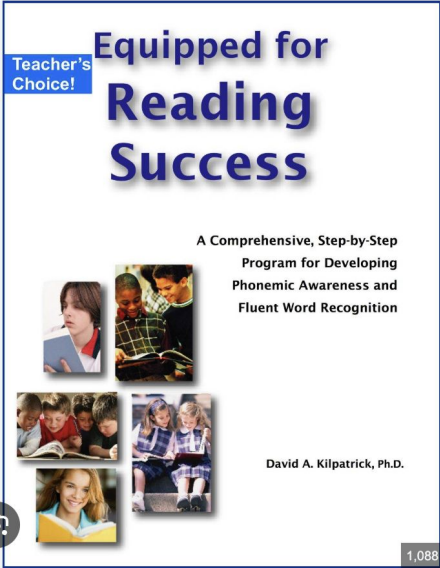
- We can read words with the /ch/ sound and the letters **tch**.
- Watch as I do it. I point to the letters and say the sounds. Then I blend those sounds together quickly to say the word: **m-a-tch → match**
- Now it's your turn.

**match itch fetch**





# David Kilpatrick - One Minute Drills



## One Minute Activities Level E1

Say: (pin)le Now (apple) → apple  
 Or say: (pin)le → apple

1. Say: (p)berry → berry  
 basket → any  
 at(ever) → ever  
 (ont) → water  
 butter(time) → butter  
 fire(wood) → fire  
 over(lap) → over  
 honey(comb) → honey  
 country(side) → country  
 under(line) → under
- (news)paper → paper  
 finger(nail) → finger  
 neighbor(hood) → neighbor  
 butter(fly) → butter

Let's try this routine together!

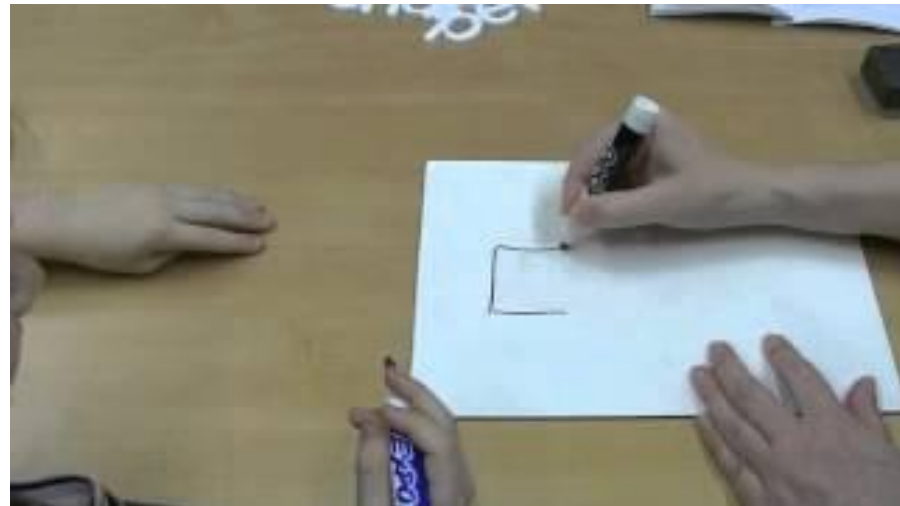


## Supporting Blending and Segmenting

### USING ELKONIN BOXES

1. Say a target word slowly
2. Ask the child to repeat the word.
3. Draw boxes or use premade elkonin box template.
4. Have the child count the number of phonemes in the word.
5. Direct the child to slide counter, letter tile or write the letter in each box they repeat the word.
6. Repeat for 6-8 examples.

Reading Rockets, 2013



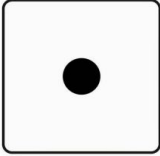
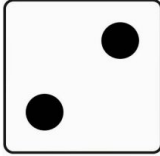
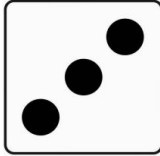
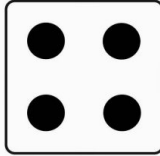

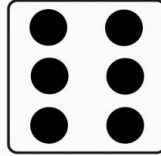
(UFLI, 2015)

[Word lists for word building, reading and spelling](#)  
(Phonic Books, 2022).



# Roll and Read

Lesson 79: ar /ar/, or ore /or/ review (2 syllables)

					
ballpark	party	garden	backyard	morning	forty
marvel	artist	junkyard	postcard	target	carpet
gargle	report	depart	party	marble	recharge
discard	market	farmland	garden	artist	farmland
forty	junkyard	backyard	barnyard	report	report
northwest	target	ballpark	market	morning	market



## Word Chains

### Word Chains

1. Place the letters needed for the word chain activity where the ākonga can see them.
2. Build the first word in the word chain, e.g, 'mat'.
3. Blend/read the word.
4. Change to the next word in the chain. Use simple language.
5. Identify where the change has occurred (this may require more support for some learners).
6. Repeat with the next word (aim for at least 6 words).

Phonic Books 2022

**Practice: nip-nap-tap-top-mop-map-sap-sip-tip**

“If this says **mat**  
show me **pat**.”

**Remember - Handwriting  
is not the focus here. Use  
letter tiles if handwriting  
is not fluent.**

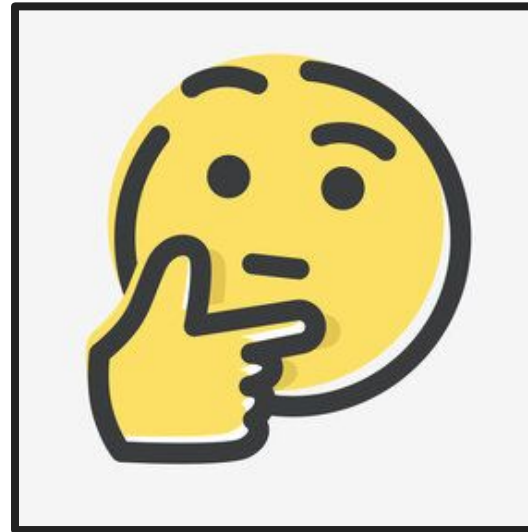


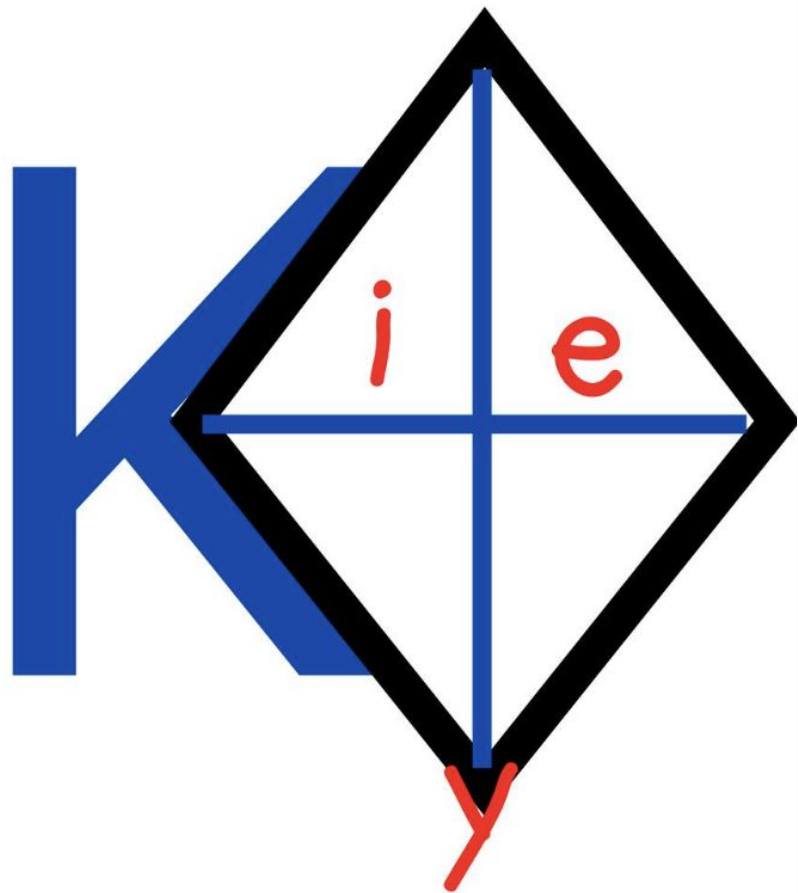
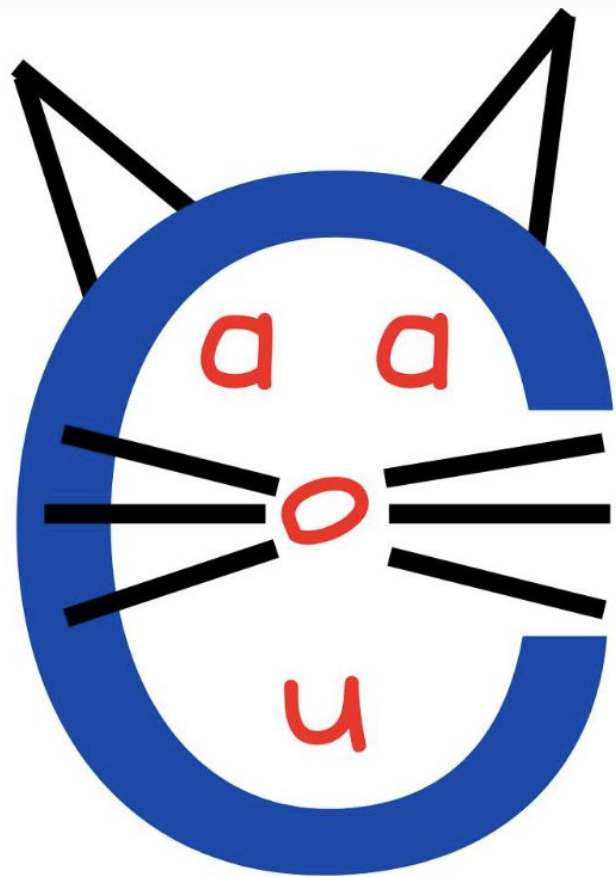


## Reinforcing Spelling Rules (Orthography)

When is it c or k at the beginning of a word?

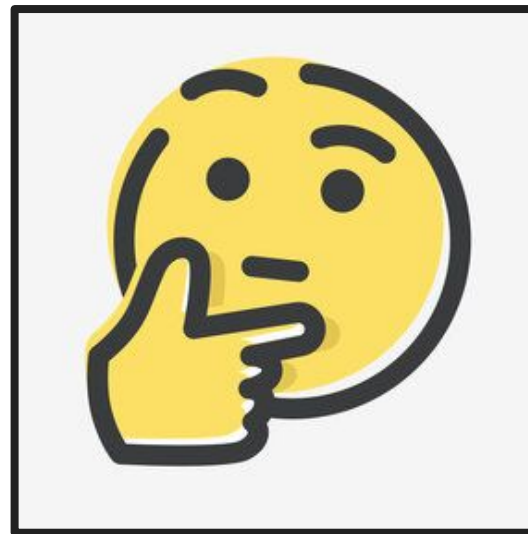
SO... is that the same with sc or sk?



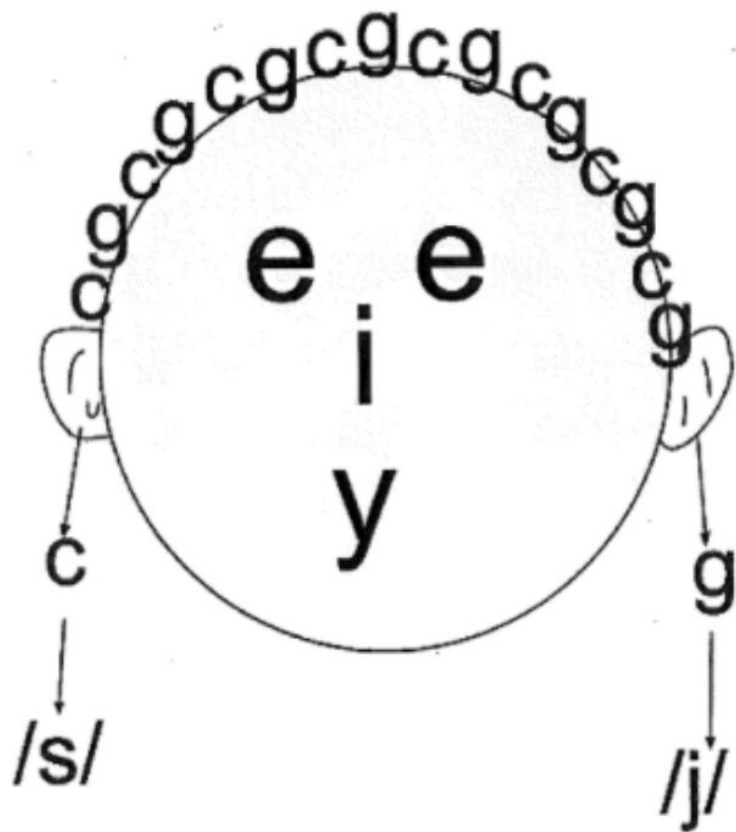


## Reinforcing Spelling Rules (Orthography)

**Gentle Cindy...?**

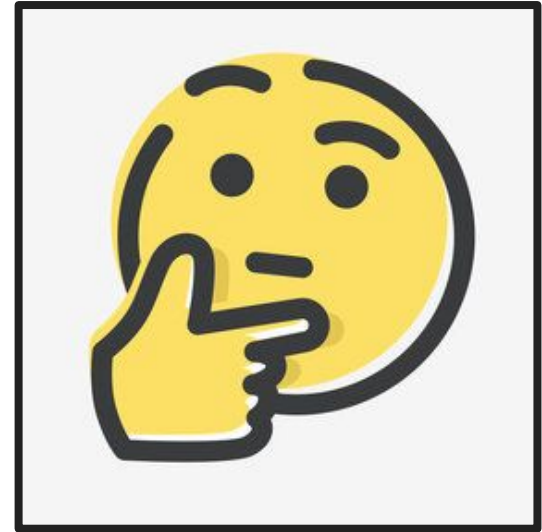


# Gentle Cindy



## Reinforcing Spelling Rules (Orthography)

**Singular to plural for words ending in 'f' or 'e'?**





## Spelling Rule - Plural of the Words ending in 'f' or 'fe'

Calf

Leaf

Life

Scarf

Knife

Elf

Bank of Spelling Rules





# Morphology

**Make words out of the following by combining two or more.**

re	geo	earth	tract
bio	port	graph	wood
ex	worm	able	ology

**Why is 'ch' pronounced differently?**

Anglo-Saxon (old English)

- 'ch' as in 'chair' or 'chief'

Latin / French (Romance)

- 'ch' as in 'champagne' or 'chauffeur' or 'chef' (more of a /sh/ sound)

Greek

- 'ch' as in 'chemistry' or 'ache' or 'orchid' (more of a /k/ sound)

*Often inconsistencies in the links between spelling and pronunciation can be found in word origins and morphology:*

**'sign' and 'signature'**

*are linked in meaning and this link has been maintained in spelling even though pronunciation has diverged over time.*

Try out this tool:

<https://childrenofthecode.org/>





## Supporting Rereading of a Text

### Reading Practice

igh	y	i	i-e
high	my	child	time
thigh	by	kind	mine
night	fly	wild	nice
sight	try	final	bite
bright	why	giant	slime
flight	lying	idol	inside

At the bottom of each page of text, some multisyllable words are split up for the reader.

The staff became a blazing axe. Zak hit the branch with all his might. The sloth and the kid came tumbling down. Mim grabbed the kid as he fell.



bla zing tum bling

- Know the target phoneme or patterns that are being taught.
- In decodable texts, there are often pages at the beginning or end of the text to support this process.
- Explicitly tell ākonga non-decodable words if they do not know them (including kupu Māori).
- If a sentence was difficult, reread to practice fluency.
- How to approach non-decodable high frequency words.





## Supporting Dictation

- Provides the opportunity for ākonga to apply skills learned during literacy time.
- While lists for dictation are available, you do not need to have special lists.
- You can use the decodable text the student is reading (ensure that ākonga have the skills to write the sounds) **words in the sentence**).



Matt makes a cake in his kitchen. He taps on a pan as he waits for the cake to bake. The pan makes a great drum!





## The Importance of Handwriting



The Education Hub, 2022

[The Measured Mom  
Alphabet Tracing Book](#)

[Peterson Handwriting  
Prompts](#)



## The Importance of Handwriting



**The Writing Teacher**

12 September 2021 · 🌐

 Follow



Fluent handwriting is essential to writing and reading development. In this post I summarise key research findings, and share 5 tips for effective teaching. School leaders, if your team would be interested in some further discussion of the science of writing, follow the link to register for a fun and interactive workshop at which I will be presenting. Go to:

<https://www.thewritelesson.com/workshops>

**See less**





# Vocabulary Enrichment

**Tier 3**  
*Specialist subject  
specific language*

**Tier 2**  
*High frequency words that  
are found across subjects*

**Tier 1**  
*Common words of everyday speech, familiar  
to most students*

## Pig the Winner by Aaron Blabey



## Activities to Support - Vocabulary Enrichment

- Provide child-friendly definitions.
- Give an example of the word in context from the story and out of the story context.

Activity: create child friendly definitions for sob and quivering.





## Teaching to Support Cognitive Load

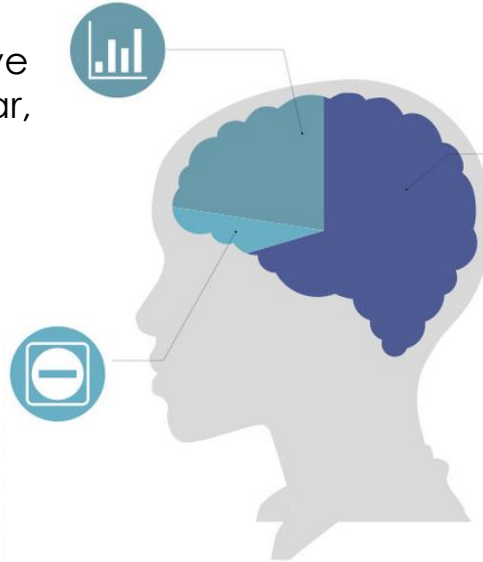
Intrinsic cognitive load: use familiar, safe routines.



Germane cognitive load: Deep relevant learning.



Extraneous cognitive load: keep it short, simple and clear.



## Resources You May Like to Explore



[Phonics Play Comics](#)







# Resources You May Like to Explore



Workshops Parents & Families Free Resources

## Free Resources

[Our Phonic Books Sounds-Write](#)

[Our Phonic Books Jolly Phonics](#)

[Instructional Handbooks](#)

[Teaching resources](#)

[Intensive Literacy Program](#)

[SPELD South Australia](#) has a range of free resources for learners of all ages.

## Intensive Literacy Program

This SPELD SA Literacy Program is for older learners wanting to develop or consolidate basic reading, spelling and writing skills.





## Resources You May Like to Explore

Find something with... **ear** ...in

Find something with... **air** ...in

Find something with... **er** ...in



Images retrieved from [Twinkl](https://www.twinkl.com), n.d.



## Resources You May Like to Explore



Mrs Siravo's Youtube channel has videos about syllables, spelling rules and decoding that may engage older students.

(Siravo, 2022)





## The Education Hub: Section 5, Small Group Teaching

### **Rapid review read: using a card pack**

A letter pack is used for the sounds the children have previously been taught. By placing a letter card in front of each child, the teacher is able to immediately assess children's progress, recording any difficulties for later re-teaching



(The Education Hub, 2022)



# Help Ākonga to Read and Spell High Frequency & Sight Words

Explore Our Library of Heart Word Magic Animations

Heart Word "You"



Heart Word "Who"



Heart Word "Where"



Heart Word "There"



Heart Word "Were"



Heart Word "Put"



Heart Word "They"



Heart Word "Here"



[Heart Word Magic - Read and Spell High Frequency Words | Really Great Reading](#)

(Really Great Reading, 2015)



# Structured Literacy Approach for Older Students

[AWS - Betsy Sewell's resources](#)



## AGILITY WITH SOUND

Structured literacy and decodable books  
for older students

(Sewell, 2024)



(Games, Word Chain for Web, 2024)





Mā te huruhuru ka  
rere te manu

*ADORN THE BIRD WITH  
FEATHERS SO IT MAY SOAR.*

**Key takeaways  
from today's  
workshop.**





## References

Blabey, A. (2017). *Pig the winner*. First edition. New York, Scholastic Press.

Eastwest College of Intercultural Studies - Facebook. (2023). Facebook.com.

<https://www.facebook.com/eastwestcollegenz/photos/a.694492337277181/4485041221555588/?type=3>

Geiger, A. (2017, October 2). *Alphabet tracing book*. The Measured Mom.

<https://www.themeasuredmom.com/free-alphabet-tracing-book/>

iDeaL Learning Approach. (2023). Ideallearningapproach.com. <https://ideallearningapproach.com>

Killian, S. (2015, August 16). *The I Do WE Do YOU Do Model Explained - Evidence-Based Teaching*. Evidence-Based Teaching;

Evidence-Based Teaching. <https://www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/>

Little Learners Love Literacy. (2022). Little Learners Love Literacy. <https://www.littlelearnersloveliteracy.com.au/>







Massey University. (2021) Teaching to Ensure Progress in Literacy.

Ministry of Education, Sound Cards Kākano | Seed / Ready to Read Phonics Plus (2023). Tki.org.nz.

<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Sound-Cards-Ka-kano-Seed>

Phonic Books Ltd. (2021), Jungle Fright - Totem Series. Phonic Books Ltd.

Phonic Books, Word lists - for word-building, reading and spelling - (2022, September 2).

<https://www.phonicbooks.co.uk/advice-and-resources/free-teaching-resources/word-lists-for-word-building-reading-and-spelling/>

Phonics Play. (2023). *Decodable comics*. Phonicsplaycomics.co.uk. <https://phonicsplaycomics.co.uk/comics.html>

Reading Rockets. (2013) .Elkonin Boxes | Classroom Strategy | Reading Rockets.

[https://www.readingrockets.org/strategies/elkonin\\_boxes](https://www.readingrockets.org/strategies/elkonin_boxes)

Reading Rockets. (2013, July 22). Reading Rockets. <https://www.readingrockets.org/search?search=44%20phonemes>

Really Great Reading. (2015) Heart. (2015). Heart Word Magic - Read and Spell High Frequency Words |

<https://www.reallygreatreading.com/heart-word-magic>





UFLI. (2015). Elkonin Boxes demonstration [YouTube Video]. In YouTube. <https://www.youtube.com/watch?v=tLbWh309S1k&t=84s>

University of Canterbury. (2021). Better Start Literacy Approach. Better Start Literacy Approach. <https://www.betterstartapproach.com/>

The Code | Liz Kane Literacy. (2015). Liz Kane Literacy. <https://www.lizkaneliteracy.co.nz/product-page/the-code>

The Education Hub. (2022). Whole class phonemic awareness with children new to school [YouTube Video]. In YouTube. [https://www.youtube.com/watch?v=pj\\_VKb1jDh8&t=4s](https://www.youtube.com/watch?v=pj_VKb1jDh8&t=4s)

Twinkl (n.d.) Phonics Eye Spy resources. <https://www.twinkl.co.nz/search?q=Phonics+I+spy&c=154&ca=200&ct=sen&r=teacher&fco=19277>

Sewell, B. (2024, April 10). *Agility With Sound - The complete literacy programme for older students*. Agility with Sound. <https://agilitywithsound.co.nz/>

Siravo, M. (2022). The Cat/Kite Rule - Billy Jean (Parody) [YouTube Video]. In YouTube. <https://www.youtube.com/watch?v=06UCpMgkNJs&t=14s>





Sound Foundations for Literacy (2020). The Speech Sounds of New Zealand English [YouTube Video]. In YouTube. <https://www.youtube.com/watch?v=SePU-T4S-js&t=81s>

Sound Foundations for Literacy (2020). The Speech Sounds of New Zealand English [YouTube Video]. In YouTube. <https://www.youtube.com/watch?v=SePU-T4S-js&t=81s>

SPELD SA (2023). Speldsa.org.au. <https://www.speldsa.org.au/Phonemic-Awareness-Tasks>

Staake, J. (2023, February 6). *What Is Scarborough's Reading Rope and How Do Teachers Use It?* We Are Teachers. <https://www.weareteachers.com/scarboroughs-rope/>

Sunshine Online New Zealand. (2023). Sunshineonline.co.nz. <https://www.sunshineonline.co.nz/>

Wordchain for Web. (2024). Wordchain.co.nz. <https://play.wordchain.co.nz/games>

